



Training Guide for Handle With Care

Police Training

Police must train patrol officers on department policy to identify, document, and report children encountered on the scene of calls. Officers must be familiar with appropriate on-scene response when children are present to minimize the impact of trauma.

The West Virginia Center for Children's Justice recommends this 7-minute Roll Call Video:
<http://www.handlewithcarewv.org/docs/Handle%20With%20Care.mp4>

Also, the University of Texas Health at San Antonio Teen Health created two free trauma-informed learning modules.

- **Trauma-Informed Approach, Part I** defines trauma and discusses adverse childhood experiences, or ACEs; the effects or reactions to trauma, and developing a shift from the existing paradigm to a trauma-informed approach.
 - <https://uthscsa.edu/learning-modules/teen-health/trauma/course-1/>
 - Use the password: UTteenhealth
- **Trauma-Informed Approach, Part II** reviews how individuals can respond to traumatized youth, manage disclosures of abuse, and covers mandatory reporting. It also discusses how to refrain from re-traumatization and gives tips for building resiliency.
 - <https://uthscsa.edu/learning-modules/teen-health/trauma/course-2/>
 - Use the password: UTteenhealth

Law enforcement supervisors should periodically check police reports to ensure officers are sending notifications.

Law enforcement should also be familiar with local resources.

In West Virginia, for example, the West Virginia Children's Justice Task Force created two resource databases, one for anyone working a case and one for anyone living a case:

- Working a case: Law enforcement, child protective services, prosecutors, victim advocates, teachers, and child advocacy centers, can download the free WV HELP app;

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select a county, choose a resource and then hit call to be connected to the resource. Or tap on the discipline and receive the physical address, mailing address and fax number. It even has a mapping feature to get you there! WV Help allows you to save resources as your “favorite” to provide even faster access in the future. <https://www.wv.gov/services/WVHelp/Pages/default.aspx>

- Living a case: Individuals can find county contact information for various resources across West Virginia’s 55 counties. After selecting the county, resources include: sexual assault, domestic violence, food bank, housing, legal aid, transportation, head start, senior centers, and more. <https://www.wv.gov/services/HelpMeWV/Pages/County-Resources.aspx>

Law enforcement can also watch the Safeguarding Children of Arrested Parents Training Video: <https://youtu.be/ir2xA6XniSA>

Trainings can be accomplished virtually.

School Training

School representatives must do a book study or other strategic planning session to identify and assess issues impacting their students and specific individual, classroom, and school-wide trauma-sensitive interventions.

The West Virginia Center for Children’s Justice recommends downloading a free copy of Helping Traumatized Children Learn Volumes 1 and 2 through the [Trauma and Learning Policy Initiative](#) of Massachusetts Advocates for Children in collaboration with Harvard Law School.

The West Virginia Center for Children’s Justice created a book study presentation for free, too:

Helping Traumatized Children Learn: Volume 1	Helping Traumatized Children Learn: Volume 1 Book Study Presentation
Helping Traumatized Children Learn: Volume 2	Helping Traumatized Children Learn: Volume 2 Book Study Presentation

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You can also use this Intro to ACEs presentation as brief in-service or virtual training for various school departments.

It can't just be teachers. This has to be a district-wide approach. School counselors and social workers should also be familiar with local resources.

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A resource guide can help connect students and families, as well as employees, to support for basic needs, like food, shelter, transportation, and safety. A resource guide can also connect students, families and employees to mental, behavioral and physical health services.

In San Antonio, East Central ISD created a [local resource guide that they regularly update](#).

Informative Trauma Resources:

- Report: [The Role of Healthy Relational Interactions in Buffering the Impact of Childhood Trauma](#)
- Film: [Paper Tiger's](#)
- Film: [Resilience](#)
- Video: [TED Talk from pediatrician Nadine Burke Harris](#)
- Video: [Oprah Winfrey and Dr. Bruce Perry reports on 60 Minutes](#)
- Video: [San Diego Principal Takes on Trauma](#)
- Video: [Childhood Trauma: What Every Teacher Needs to Know](#)

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- Video: [Why We Need Trauma-Sensitive Schools](#)
- Videos: [The ChildTrauma Academy Channel](#)
- Videos: [Trauma Sensitive Schools Channel](#)
- PowerPoint: [Creating Trauma Sensitive Schools](#) and Speaker Notes
- Report: [Adverse Childhood Experiences and the Lifelong Consequences of Trauma](#)
- Report: [Responding to Child Abuse During a Pandemic: 25 Tips for Multidisciplinary Teams](#)
- Case Study: [Creating Trauma-Sensitive Schools in San Antonio, Texas](#)
- Case Study: [Creating Trauma-Informed Care for Students in Oregon](#)
- Toolkit: [Talking About Child Abuse and Neglect Prevention](#) from Prevent Child Abuse America
- The Amazing Brain Series Booklets developed by Linda Chamberlain and reformatted for Prevent Child Abuse America:
 - [Amazing Brains Series: Apps for raising happy, healthy children.](#)
 - [Amazing Brain Series: What every parent needs to know.](#)
 - [Amazing Brain Series: Trauma and the Potential for Healing.](#)
 - [Amazing Brain Series: The Amazing Teen Brain.](#)

Trauma-informed trainings, certifications and conferences:

- Positive Behavioral Interventions and Support (PBIS)
- Safe Responsive Schools (SRS)
- My Teaching Partner
- Classroom Assessment Scoring System
- Objective Threat Assessment
- Limiting the Role of School Resource Officers – School Offense Protocol, Suspending Kids to School, Strategies for Youth, Juvenile Detention Alternatives (JDAI)
- [Hope for the Wounded Student with Dr. Joe Hendershott](#)
- [Trauma-Sensitive Schools Learning Modules](#)
- Core Curriculum on Childhood Trauma: [The 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families](#) by the National Child Traumatic Stress Network
- [Psychological First Aid \(PFA\) Online](#) by the National Child Traumatic Stress Network
- Trauma and Loss in Children provides training courses, materials and conferences to therapists and professionals for trauma counseling. <https://www.starr.org/training/tlc>
- [Basics for all Staff: Online Trauma-Informed Course](#) from University at Buffalo Institute on Trauma and Trauma-Informed Care
- [Trauma Sensitive Schools Professional Development](#) from the Attachment & Trauma Network
- [Pathways to Hope Conference](#)
- [National Dropout Prevention Conference](#)
- [National Trauma-Skilled Schools Conference](#)
- [National Youth-At-Risk Conference \(March 8-11, 2020\)](#)

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- [Handle With Care Conference \(October 16-18, 2019\)](#)

Mental Healthcare Provider Training

Schools should provide space on-site for mental health professionals to provide therapy and other services on-site at a time that is least disruptive to the student's academic schedule (with consent from the parent or guardian). During school closures over summer or due to pandemics, such as COVID-19, mental health providers should offer telehealth services.

Mental healthcare providers must be trained and certified in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) and provide support, assessment, and/or recommendation for further support services.

The West Virginia Center for Children's Justice recommends partnering with mental health professionals who are certified in TF-CBT through the official TF-CBT National Therapist Certification Program: <https://tfcbt.org/>

Search a national database for a TF-CBT Certified Therapist in your city:
<https://tfcbt.org/members/>

If you have a master's degree or above in a mental health discipline and permanent professional license in home state, you are eligible to pursue the following [6 steps](#) to achieve certification:

1. Completion of TF-CBTWeb: <https://tfcbt2.musc.edu/>.
2. Participation in a live TF-CBT training (two days) conducted by a treatment developer or an approved national trainer (graduate of our TF-CBT Train-the-Trainer Program); or live training in the context of an approved national, regional, or state TF-CBT Learning Collaborative of at least six months duration in which one of the treatment developers or a graduate of our TF-CBT Train-the-Trainer (TTT) Program has been a lead faculty member.
3. Participation in follow-up consultation or supervision twice-a-month for at least 6 months or a once-a-month for at least 12 months. The candidate must participate in at least nine out of the 12 consultation or supervisory sessions. This consultation must be provided by one of the treatment developers or a graduate from our TTT program. Supervision may be provided by one of the treatment developers, a graduate of our TTT program, or a graduate of our TF-CBT Train-the-Supervisor (TTS) Program (in the latter instance, the supervisor must be employed at the same organization as the certification candidate). Or active participation in at least nine of the required cluster/consultation calls in the context of an approved TF-CBT Learning Collaborative.
4. Completion of three separate TF-CBT treatment cases with three children or adolescents with at least two of the cases including the active participation of caretakers or another designated third party (e.g., direct care staff member in a residential treatment facility).

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5. Use of at least one standardized instrument to assess TF-CBT treatment progress with each of the above cases.
6. Taking and passing TF-CBT Therapist Certification Program Knowledge-Based Test.

Learn more about TF-CBT here: <https://tfcbt.org/frequently-asked-questions/>

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